



## **STATE OF COLORADO**

### **CLASS SERIES DESCRIPTION**

**July 1, 2002**

### **EARLY CHILDHOOD EDUCATOR**

J2B1TX TO J2B3XX

#### **DESCRIPTION OF OCCUPATIONAL WORK**

This class series uses three levels in the Teacher Occupational Group and describes support and teaching work in a child care setting for young children. Positions use educational and child care concepts in providing care for children in a child care center. Positions conduct individual and group activities with children in a variety of educational and recreational settings. Positions also perform a variety of support services in such areas as food delivery, safety and sanitation maintenance, and individual observation of children. Positions provide advice to supervisors on educational, recreational, and child care center practices and procedures.

**INDEX:** Child Care Aide begins on this page, Early Childhood Educator I begins on page 2 and Early Childhood Educator II begins on page 4.

#### **CHILD CARE AIDE**

J2B1TX

#### **CONCEPT OF CLASS**

This class describes the aide in a child care setting. Duties include, but are not limited to, implementing assigned individual or group activities with children in arts and crafts, music and dance, reading and storytelling, playground and recreation, field trips, and related activities; serving meals and snacks; maintaining the child care center's safety and sanitation standards; reporting signs of a child's illness or unusual behavior to a teacher or supervisor; assisting children with a variety of tasks as directed; and, suggesting alternatives to routine activities to the teacher or supervisor.

#### **FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

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**Decision Making** -- The decisions regularly made are at the defined level, as described here. Within limits prescribed by the child care operation, choices involve selecting alternatives that affect the manner and speed with which child care tasks are carried out. These choices do not affect the standards or results of the child care operation itself because there is typically only one correct way to carry out the operation. For example, a position decides which playground activity to conduct with children during the assigned recreation time. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper toys or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. As an example, individual children differ but the response to a child with a behavior problem is routine. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the child care operation.

**Complexity** -- The nature of, and need for, analysis and judgment is prescribed, as described here. Positions apply established, standard child care facility guidelines that cover work situations and alternatives. Action taken is based on learned, specific center guidelines that permit little deviation or change as the child care task is repeated. Any alternatives to choose from are clearly right or wrong at each step. For example, a position's choice of what to do with a child's unruly behavior is clearly set by center procedures and a teacher's instructions.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve problems, errors, or complaints. For example, a position exchanges factual information with parents about the daily activities of their children.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

### **EARLY CHILDHOOD EDUCATOR I**

J2B2XX

#### **CONCEPT OF CLASS**

This class describes the early childhood educator. Duties include, but are not limited to, writing daily lesson plans for educational and recreational activities for assigned children or classes in accordance with center guidelines and developmentally appropriate techniques. Daily lesson plans may include activities in arts and crafts, music and dance, reading and storytelling, recreation, field trips, and related child care activities appropriate to the children's ages. Positions interact with supervisors and parents in dealing with the needs of ill children or

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children with behavioral problems. Positions may also conduct or oversee the serving of meals and snacks, maintaining safety and sanitation standards, and assisting children with a variety of tasks as requested by the child. The Early Childhood Educator I differs from the Child Care Aide on the Decision Making, Complexity, and Purpose of Contact factors.

### **FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific child care process, teachers' choices involve deciding what daily lesson plan is required to carry out the process. This includes determining how the lesson plan will be implemented. For example, within child care center guidelines, a position decides specific daily activities for children in all areas deemed appropriate. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established child care process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, a position decides when and how to use appropriate guidance techniques.

**Complexity** -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information related to educational practices and the individual child's needs to determine what it means and how it fits together in order to get practical solutions in the form of daily lesson plans. Guidelines in the form of child care center policies and procedures exist for most situations. For example, a position takes a center guideline requiring reading and storytelling and implements a daily lesson plan for providing children with reading and storytelling activities appropriate to their age group. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying classroom or child's circumstances as the child care task is repeated. This selection and interpretation of child care center guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. As an example, a position observes a child's behavior and selects appropriate guidance techniques from among several acceptable choices set by the center's overall behavioral policy.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. As an example, a position consults with parents to help them understand their child's behavior and to take remedial or supportive actions within the home.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

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## **EARLY CHILDHOOD EDUCATOR II**

J2B3XX

### **CONCEPT OF CLASS**

This class describes the work leader. In addition to the duties and responsibilities of an Early Childhood Educator I, positions in this class have work leader responsibilities for child care aides or other child care teachers. Positions at this level develop lesson plans and activities that are carried out by any member of the teaching team. The Early Childhood Educator II differs from the Early Childhood Educator I on the Line/Staff Authority factor only.

### **FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific child care process, teachers' choices involve deciding what daily lesson plan is required to carry out the process. For example, within child care center guidelines, a position decides specific daily activities for children in all areas deemed appropriate. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established child care process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, a position decides when and how to use appropriate guidance techniques.

**Complexity** -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information related to educational practices and individual children's needs to determine what it means and how it fits together in order to get practical solutions in the form of daily lesson plans. Guidelines in the form of child care center policies and procedures exist for most situations. For example, a position takes a center guideline requiring reading and storytelling and establishes a daily lesson plan for providing children with reading and storytelling activities appropriate to their age group. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying classroom or children's circumstances as the child care task is repeated. This selection and interpretation of child care center guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. As an example, a position observes a child's behavior and selects appropriate guidance techniques from among several acceptable choices set by the center's overall behavioral policy.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. As an example, a position consults with parents to help them understand their child's behavior and to take remedial or supportive actions within the home.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as a work leader. The work leader is partially accountable for the work product

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of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and workflow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

### **ENTRANCE REQUIREMENTS**

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel & Administration web site.

For the purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

### **CLASS SERIES HISTORY**

Revised 7/1/02 (DLF). Moved Early Childhood Educator (C2C) from the Health Care Services to Teacher occupational group, changed class description. Published as proposed 6/18/01.

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted Day Nursery Aide (A8483) to Child Care Aide (C2C1). Converted Day Care Nursery Group Leader (A8484) to Early Childhood Educator II (C2C3). Created Early Childhood Educator I (C2C2). Published as proposed 5/10/93.

Revised 7/01/82. Grade and relationship changed.

Created 7/1/77. Day Care Nursery Aid and Group Leader (88483 and 88484).

### **SUMMARY OF FACTOR RATINGS**

<b>Class Level</b>	<b>Decision Making</b>	<b>Complexity</b>	<b>Purpose of Contact</b>	<b>Line/Staff Authority</b>
Child Care Aide	Defined	Prescribed	Exchange	Indiv. Contributor
Early Childhood Educator I	Operational	Patterned	Advise	Indiv. Contributor
Early Childhood Educator II	Operational	Patterned	Advise	Work Leader

ISSUING AUTHORITY: Colorado Department of Personnel & Administration